

YHS CHORUS

PERFORMANCE STANDARDS & INDICATORS, 2017 - 2018

MLR STANDARD A: DISCIPLINARY LITERACY: *Students show literacy in the discipline*

A. Disciplinary Literacy: perform music that requires well-developed technical skills (45%)

1. APPROPRIATE POSTURE:

- (4) inherent application of posture techniques
- (3.5) torso is always shifted to be high, no slouching ever
- (3) torso is consistently shifted to be high
- (2) posture is inconsistent within and between rehearsals
- (1) torso is consistently slouched

2. APPROPRIATE PHYSICAL PLACEMENT - MOUTH:

- (4) inherent application of open space
- (3.5) jaw is always low with open light bulb space
- (3) jaw is usually low with open space
- (2) jaw and space placement are inconsistent
- (1) the mouth is barely open

3. APPROPRIATE NON VERBAL CONDUCTOR COMMUNICATION - EYES:

- (4) inherent application of conductor's gestures
- (3.5) eyes are focused on the conductor at all times
- (3) eyes are generally on the conductor
- (2) is sometimes unaware of the conductor's beat
- (1) looks up only when told

A. Notation: apply accumulated knowledge (45%)

4. LETTER NAME IDENTIFICATION; Identifies correct note names in treble and bass clef:

- (4) application of knowledge within musical literature
- (3.5) perfect accuracy
- (3) all notes are identified accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in identifying notes
- (1) there is no relation between identified and correct notes

5. RHYTHM NAME IDENTIFICATION:

- (4) application of knowledge within musical literature
- (3.5) perfect accuracy
- (3) all rhythm names are identified accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in identifying rhythm names
- (1) there is no relation between identified and correct rhythm names

6. TIME SIGNATURE IDENTIFICATION; Identifies correct time signatures:

- (4) application of knowledge within musical literature
- (3.5) perfect placement/understanding of measure lines,
- (3) all measure lines are placed accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in placement of time signatures
- (1) there is no relation between requested and written measure lines

7. KEY SIGNATURE IDENTIFICATION; Identifies correct key signatures:

- (4) perfect identification on sight/command
- (3.5) perfect accuracy
- (3) all keys are identified accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in identifying key signatures
- (1) there is no relation between identified and correct keys

8. NUMBER/SOLFEGE IDENTIFICATION:

- (4) perfect identification on sight/command
- (3.5) perfect accuracy

- (3) solfege/numbers are identified accurately with only one or two errors
- (2) solfege/numbers are identified accurately with three or four errors
- (1) there is no correlation between identified pitch and solfege syllables/numbers

MLR STANDARD B: PERFORMANCE, RE-CREATION, EXPRESSION
Students create, perform, and express ideas through the art discipline.

B. style/genre: perform music of various styles and genres (90%)

1. RE-CREATION: PITCH NOTES; Performs notes correctly:
 - (4) perfect note accuracy in above grade-level literature
 - (3.5) perfect note accuracy
 - (3) notes are performed accurately with only one or two errors
 - (2) notes are performed accurately with three or four errors
 - (1) there is no relation between written and performed notes

2. RE-CREATION: RHYTHM; Performs rhythms correctly:
 - (4) perfect rhythmic accuracy in above grade-level literature
 - (3.5) rhythms are performed with perfect accuracy
 - (3) rhythms are performed accurately with only one or two errors
 - (2) rhythms are performed accurately with three or four errors
 - (1) there is no relation between identified notation and correct rhythm

3. RE-CREATION: TEMPO
 - (4) perfect consonant placement in above grade-level literature
 - (3.5) consonants are always placed ahead of the beat
 - (3) consonants are placed ahead of the beat more than 80% of the time
 - (2) consonants are placed ahead of the beat between 50% and 80% of the time
 - (1) consonants always fall on or behind the beat

4. RE-CREATION: NUMBER/SOLFEGE; Sings notes utilizing correct numbers or solfege syllables:
 - (4) perfect number/solfege accuracy in above grade-level literature
 - (3.5) perfect accuracy
 - (3) solfege/numbers are performed accurately with only one or two errors
 - (2) solfege/numbers are performed accurately with three or four errors
 - (1) there is no correlation between performed pitch and solfege syllables/numbers

5. RE-CREATION: DICTION; Performs with aligned consonants:
 - (4) perfect diction in above grade-level literature and tempo
 - (3.5) consonants are the same dynamic as the vowels
 - (3) consonants are the same dynamic as the vowels more than 80% of the time
 - (2) consonants are the same dynamic level as the vowels between 50% and 80% of the time
 - (1) consonants are usually quieter than the vowels

6. RE-CREATION: TONE; Sings with proper balance of “ring” and “loft”:
 - (4) collegiate, developed tone
 - (3.5) singing voice is perfectly balanced
 - (3) singing voice is independent but developing
 - (2) some vowels have too much ring (speaking voice) or loft
 - (1) no unique singing voice

B2. composition: listen to, analyze, and evaluate music (10%)

- a. CONTEXTUAL UNDERSTANDING & EVALUATE COMPOSITION; Student analytically critiques music composition:
 - (4) collegiate insights and diagnosis of issues
 - (3.5) ideas, organization and fluency reflect a thorough overview of the performance
 - (3) ideas, organization and fluency reflect a general understanding of the performance
 - (2) ideas, organization and fluency are present but incomplete
 - (1) ideas, organization and/or fluency are absent

MLR STANDARD E.: CONNECTIONS

Students make connections to peripheral skills.

E5. interpersonal skills

(4) Is an exemplary leader

(3.5) Always follows daily classroom expectations.

(3) Consistently follows daily classroom expectations, treats everyone respectfully and works well with others.

(2) Inconsistently follows daily classroom expectations, fails to treat others with respect consistently.

(1) Routinely fails to follow daily classroom expectations and/or treats others disrespectfully.